

Hearing Voices Lesson Plan

Objectives:

1. Students will learn definition and attributes of writer's voice.
2. They will study the development of voice in numerous clips of mentor text.
3. They will consider three specific strategies for enhancing writer's voice:
"Adding On" "Creating a Give Away" and "Messing With Sentence Structure"
4. They will demonstrate their ability to use these strategies by developing a voice for a selected character.

Materials:

Definition of Voice

Criterion-Specific Rubric for Assessing Voice

Hearing Voices Sheet and RAFT

Procedure:

1. Activating Background Knowledge:
Close your eyes and think of the person you love most.
Remember their voice. Listen to it in your mind.
Now, describe it for me. (In many cases, kids will refer to sound of voice)
Think about the best book you ever read. Did the characters have voices? Could you hear them even though their voices weren't expressed by sound?
What made these character's voices unique?
2. Input/Direct Instruction:
Define writer's voice and review rubric to establish an understanding of quality voice development in writing. Explain that there are many ways to create voice in writing, but three great strategies include "Adding-On" "Creating a Give-Away" and "Messing With Sentence Structure"
3. Modeling With Mentor Text:
Use one of the six passages on the Hearing Voices sheet as a model for strong voice in writing.
Apply rubric criteria to specific details in text.

Modified Jigsaw:

Next, assign each student ONE of three roles to perform as you read each of the remaining five passages:

1. Underline words that express strong emotion in each passage. (provide example)
2. Circle “slang”, terms of endearment, or words that reveal how old a speaker is, when the piece was written, or the regional location of the speaker. (provide example)
3. Put a star next to sentences that are especially short or especially long. (provide example)

Read remaining passages aloud two or three times. Provide time to complete tasks.

When students finish, ask them to meet in groups by number to share their work and compare their findings. Then explain the following:

Good writers can create voice by **adding-on** words that describe emotions (ask group one to provide examples of what this looks like).

Sometimes, the way a character speaks is a dead **give-away** of their age, location, or the time period they live in (as group two to provide examples of what they found).

Finally, writers **mess around with sentence structure** in order to create unique voices for speakers. Characters who are frightened, in a rush, or younger speak in shorter sentences, for instance. Characters who are being overly-dramatic, overly-persuasive, or who are older or more formal in terms of how they speak may use longer sentences to convey meaning.

4. Guided Practice

Read directions for RAFT. Stop to ask students to write down the three strategies learned. Check for understanding before proceeding. Reteach if necessary.

Remind students to use the three strategies in their RAFT. Use drafts as formative assessments of learning. Retool instruction to attend to needs identified.